

USDA New Supervisor Training Standard

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USDA New Supervisor Training Overview

Introduction

Agencies within the USDA are currently responsible for training new supervisors and staying in compliance with the Federal regulations. In an effort to provide more consistent training for new supervisors, the USDA will implement a common training standard that all agencies will use.

The New Supervisor Training Standard outlines the mandatory topics for training programs and performance indicators that will help agencies assess whether the new supervisors are using the skills that they learned in the training.

The standard supports (proposed) Departmental Regulation DR412-002-01 that permits USDA agencies to develop their own training programs by outlining common training elements. The training was developed by an intradepartmental workgroup coordinated through the USDA Virtual University (VU).

Purpose of Training

The New Supervisor Training Standard will provide a common set of learning objectives for training programs across the USDA agencies. This will permit agencies to better ensure that they are training their supervisors on the topics most important for the success of the new supervisors.

The quality of new supervisor training is seen as important factor of supervisor success (Merit Systems Protections Board), and the USDA strives to be among the top Federal departments in the quality of its supervisors. To this end, providing quality training to all new supervisors regardless of their location or their program's budget is a priority, and an important step. The standard will also let the training be more interchangeable among the agencies which will create opportunities to reduce training delivery costs.

The New Supervisor Training Standard will also ensure that new supervisor training in the USDA is consistent with best practices across the Federal government. The Standard addresses the recommended topics outlined by the New Supervisor Training Interagency Working Group outlined in Appendix I.

Organizational Goals and Training Success Measures

The Federal Employee Viewpoint Survey (FEVS) and the associated Best Places to Work Survey (BPTW) are important benchmarks of the USDA's standing among other Federal departments. Because frontline supervisors have tremendous influence over the productivity and effectiveness of the workforce, it is important that supervisors are trained to perform skills that support USDA's efforts to improve survey standings, and resulting individual and organization performance. Furthermore, the Federal training regulations require that supervisor training contain the following topics:

- 1) Mentor employees;
- 2) Improve employee performance and productivity;
- 3) Conduct employee performance appraisals in accordance with agency appraisal systems; and
- 4) Identify and assist employees with unacceptable performance.

The training was designed to support two major organizational goals: 1) improve employee engagement and 2) improve performance management practices. The organizational goals' success measures are outlined in Appendix II.

By establishing a common training standard, the USDA expects to create efficiencies in delivery. Furthermore, the training should be delivered in a manner that is consistent with Departmental goals.

The training success measures outline basic design criteria for new supervisor training programs in the USDA. The training success measures are outlined in Appendix III.

Program Elements

As outlined in DR412-002-01, Agencies have latitude to deliver training to their employees by: 1) delivering their own standards-compliant training, 2) using the USDA provided curriculum, or 3) partnering with another agency to ensure all employees get the training. Each new supervisor training program must have the following components, at a minimum.

Training

All new supervisors will receive training to ensure that they have the requisite skills and knowledge to perform the essential job duties of a supervisor. The training standard addresses all of the topics, objectives, and performance indicators for the training.

Mentorship

Because the role of new supervisor is often a dramatic change from more technical roles, DR4070-001 USDA Mentoring Program, requires all new supervisors to have an experienced supervisor to serve as a mentor during their first year on the job. The mentor will be a guide to help with any challenges. The mentor relationship will be recorded in AgLearn and the new supervisor and mentor will meet at least monthly.

The VU will establish minimum criteria for the new supervisor mentoring element and distribute to the agencies through the Training Officers Consortium.

Measurement

As the New Supervisor Training Standard is implemented, it is important that the USDA and agencies and offices understand the success measures and goals for new supervisors. Agencies and offices will be required to report at least annually on the results of the training programs. The systems to measure the program success are outlined in the section of this document titled, "USDA New Supervisor Training Measures."

Authorities and Guidelines

Regulatory Authority

The USDA New Supervisor Training Standard complies with Title 5 Code of Federal Regulations (CFR) Part 412 which establishes requirements for agencies to develop mandatory training for all new supervisors. The regulation establishes four mandatory elements for all supervisor training programs specifically including:

- 1) Mentor employees;
- 2) Improve employee performance and productivity;
- 3) Conduct employee performance appraisals in accordance with agency appraisal systems; and
- 4) Identify and assist employees with unacceptable performance.

The Office Personal Management distributed a draft framework developed by the New Supervisor Interagency Working Group for topics to be covered by supervisory training program (Appendix I). The workgroup evaluated the guidelines, and the topics from the draft guidance are the foundation for the training standard.

Target Population and Prerequisites

All new supervisors in the USDA are required to take training in their first year following appointment as a supervisor. The training standards are applicable to all new supervisors in the USDA at all grade levels and all occupational codes.

Supervisors, as defined in DR412-002-01, include all personnel appointed to positions coded 2 or 4 in the USDA Enterprise HR System and are, therefore, required to take training that meets the standard outlined in this document.

Agencies may consider offering some training elements prior to appointment as a supervisor with the caveat that any training should be immediately applicable to the person's role.

There are no training prerequisites.

USDA New Supervisor Training Elements

Training Standard Elements

Training Standard Elements

The USDA standard for new supervisor training outlines training topics, performance indicators and learning objectives that are mandatory for new supervisor training conducted to meet the requirements of DR412-002-01. The standard should be seen as the minimum training required of new supervisors. Agencies may add additional training requirements for their new supervisors.

Topic: The title for each discipline to be covered by the training. Generally the topic would relate to the name of a specific course or training module. Because agencies have discretion to design their training, in some cases topics may be grouped so that several topics may be covered in a single course, or more than one course may be group to cover a single topic.

Performance Indicator: The behavior that the supervisor would be expected to demonstrate one year following training.

Objectives: The specific skill or action taught as part of the training program.

Supervisor Administrative Functions and Regulatory Requirements

The topics covered in the Supervisor Functions and Regulatory Requirements element should be instructed as early as possible in the tenure of the new supervisor. The topics in this element outline many of the mandated responsibilities of the supervisor and the rules that govern the most basic interactions between a supervisor and the employees.

Table 1. Supervisor Administrative Functions and Regulatory Requirements

Topic	Performance Indicator	Objectives
Pay and Leave Policies	Approves and validates leave using the agency's system.	Make leave decisions in compliance with agency policies.
Time and Attendance	Approves and validates time sheets using the agency's system, e.g., WebTA.	Grant credit hours and overtime in compliance with agency policies.
Managing Telework	All eligible employees who are interested have telework agreements.	Support telework in accordance with USDA and agency policies. Ensure employees are engaged and productive while using telework.
Prohibited Personnel Practices and Merit Systems Principles	Manages work unit in compliance with Prohibited Personnel Practices and Merit System Principles.	Apply the Merit System Principles. Avoid use of the Prohibited Personnel Practices.
Ethics for Supervisors	Adheres to all policy and federal laws.	Follow USDA Office of Ethics Training guidelines for supervisors, managers, and new employees.
Workplace Violence and Prevention	Takes appropriate action to prevent and/or address workplace violence.	Take appropriate action to prevent and/or address workplace violence.
Federal EEO Process	Complies with all EEO policies resulting in zero substantiated complaints.	Comply with policies on disparate treatment and harassment. Comply with policies on reasonable accommodations Take action to ensure the workplace is free of unlawful discrimination. Support and promote diversity and inclusion.

Leadership Competencies

The leadership competencies support the USDA Leadership Development Framework outlined in DR 4040-412-001. These listed topics address single competencies that are core at the supervisor level in the framework. Two of the more technical leadership competencies are broken out as their own elements in the standard: 1) Developing Others and 2) Human Capital Management. The competency of Accountability is addressed in the Accountability and Performance Management Element.

The standard for the leadership competencies stresses very basic skill building. It is important that new supervisors gain familiarity and begin to demonstrate supervisor level proficiency in the competency. Over time and future training, the supervisors will gain higher proficiency through more advanced, ongoing training.

Table 2. Leadership Competencies

Topic	Performance Indicator	Objectives
Leveraging Diversity	Attains maximum performance from each team member; Provides each team member with maximum career development/growth opportunities.	Explain the business case for cultural transformation. Articulate the value and differences between diversity and inclusion. Describe the role of the supervisor in creating an inclusive environment.
Conflict Management	Fosters creative tension and manages and resolves conflicts/disagreements in a constructive manner.	Demonstrate active listening. Practice generating alternative solutions. Facilitate effective discussions. Demonstrate ability to: keep people in dialogue, separate purpose from strategy, seek mutual purpose by generating alternatives.
Teambuilding	Facilitates cooperation and motivates team members to accomplish group goals; Fosters team commitment and trust.	Demonstrate ability to keep people in dialogue as means to build trust and build team unity. Articulate the drivers of trust Identify strategies to encourage different personality types to work together well.

Developing Others

Developing Others is a core competency for supervisors. In the standards, the competency stands as its own element because there are multiple topics addressed.

Table 3. Developing Others

Topic	Performance Indicator	Objectives
Mentor/Coach Employees	Provides long-term career growth guidance. Uses coaching skills to match employee performance to stated expectations or goals.	Describe the value of and differences between coaching and mentoring. Demonstrate a variety of listening/coaching skills.
Managing AgLearn as a Supervisor	Appropriately populates employee learning plans on Ag Learn.	Manages employee learning plans on AgLearn including how to approve/disapprove learning options.
Developing and Managing IDPs	Ensures development of IDPs that incorporate personal and organizational goals for 100% of eligible employees, and upon request.	Outline learning goals based on work unit priorities and employee interests. Use AgLearn to manage IDPs for employees (if employees have AgLearn account or by paper if AgLearn is not employee accessible).

Accountability and Performance Management

Accountability is a supervisor level, core competency that supervisors project through the use of performance management systems.

Table 4. Accountability and Performance Management

Topic	Performance Indicator	Objectives
Increase Employee Performance	Establishes and communicates work objectives that support organizational goals and supports employees so that they meet expectations.	Outline the performance management process. Outline the regulatory requirements for planning employee performance. Create performance elements and standards in relation to work outputs. Clearly communicate work objectives to employees.
Empower Employees	Delegates tasks and responsibilities in a manner that affords employees the opportunities to best use their talents and increase their skill sets.	Delegate work to support employee commitment. Delegate work that provides for employee growth opportunities as well as talent utilization. Give employees the opportunity to make decisions that most impact their work outcomes.
Create Performance Plans	All employees have a performance plan that links to organizational mission and goals.	Describe elements and standards in relation to work outputs. Set meaningful goals to establish work priorities.
Conduct Performance Feedback Meetings	Conducts midyear review Conducts end of year review	Conduct midyear review. Conduct end of year review. Provide frequent, constructive feedback.
Handle Unacceptable Performance	Expediently identifies performance issues and provides timely guidance and opportunities for employees to meet expectations.	Seek guidance from Employee Relations to help employee be successful. Recognize the difference between a performance problem and misconduct. Describe the process for analyzing performance problems. Identify the steps for managing performance problems. Identify special considerations associated with performance problems.
Handle Misconduct	Expediently identifies conduct issues and decisively addresses misconduct.	Define misconduct. Include Employee Relations when handling issues of misconduct. Describe the elements of disciplinary action. Identify special considerations associated with handling misconduct situations.

Human Capital Management

For the purposes of the standard, Human Capital Management relates primarily to hiring practices. Other elements of Human Capital Management should be part of training for experienced supervisors.

Table 5. Human Capital Management

Topic	Performance Indicator	Objectives
Hiring Practices	Ensures positions align with unit and organizational requirements if part of supervisor’s role; Contacts appropriate HR specialists for staffing and classification issues; Conducts hiring interviews and checks references.	Describe supervisory responsibilities in the hiring process. Apply Merit System Principles and avoid Prohibited Personnel Practices during the hiring process. Recognize primary strategies used for filling vacancies. Understand the purpose of special selection priorities. Describe steps in the applicant ranking/rating process. Identify process for preparing for and conducting candidate interviews.
Onboarding New Hires	100 % of new hires on-boarded within prescribed timeframe.	Use the USDA New Employee Onboarding Portal. Ensure all new hires are aware of administrative requirements. Incorporate new hires onto team so that they are immediately engaged in their workgroup.
USERRA and Hiring Veterans	Meets agency and Department goals for hiring Veterans.	Apply Veterans preference appropriately in the hiring process. Ensure that employees who are called away from job assignments to perform military service are returned to the job appropriately once the service has been completed.
Hiring and Supervising Persons with Disabilities	Complies with EEO regulations and policies relating to employing individuals with disabilities.	Comply with Section 501 of the Rehabilitation Act to support affirmative action and nondiscrimination in employment of individuals with disabilities. Comply with Section 503 to support affirmative action and prohibit employment discrimination by Federal government contractors and subcontractors with contracts of more than \$10,000. Comply with Section 504 to provide accessible programs and a work environment that includes individuals with disabilities. Comply with Section 508 of the Rehabilitation Act to ensure that electronic and information technology is accessible to individuals with disabilities. Comply with USDA Reasonable Accommodation Policy and Procedures. Comply with Executive Order 13548, “Increasing Federal Employment of Individuals with Disabilities”.

Need Dependent Elements

Optional elements are included to support new supervisors who may have additional duties. This is important because not all supervisors have the same responsibilities. Supervisors should be required to take courses that cover these topics if applicable.

- If the supervisors manages union employees: Take required course on labor relations
- If the supervisor has spending authority and budget responsibilities: Take appropriate course
- If the Supervisor is a GovTrip approver: Take required course

Table 6. Need Dependent Elements

Topic	Performance Indicator	Objectives
Managing Union Employees	Functions in full compliance with collective bargaining rights of employees.	<i>To be addressed by each agency dependent on each collective bargaining agreement. As required by labor agreements, training should be developed in consultation with the appropriate union.</i>
Financial Management	Develops budgets in compliance with agency and program requirements. Tracks and spends funds in compliance with all Federal, agency, and program policies.	Create budgets that support work unit and organizational goals. Track and spend funds in compliance with agency policies and procedures.
Managing GovTrip	All GovTrip transactions processed in a timely manner, in compliance with agency travel policies.	Approve travel requests. Approve travel vouchers.

USDA New Supervisor Training Measures

Measuring Success

As part of the DR4040-412-01, agencies are required to report at least annually on supervisor training metrics. The USDA Virtual University will supply a reporting template in advance so that agencies may prepare to collect the data required under the reporting requirement.

Agencies and the VU will collect and report on data in alignment with Kirkpatrick's four-level training assessment.

Level 1 – Reaction

The agencies will report on the learners' reactions to the courses that they take. Because of the diversity of training and the types of courses that will be developed to support the standard and the variety of Level 1 instruments used across the Department, the Department will develop a single format for a Level 1 assessment delivered through AgLearn. Agencies can create and provide supplemental Level 1 assessments for their trainees.

Methodology

The USDA VU will work with the Training Officers Consortium to create a single Level 1 assessment, administered through AgLearn to assess learner reaction and learning (Level 1). Agencies will instruct participants to complete the survey immediately after the learners complete the curriculum. The same assessment will be used by all agencies and will be generic and applicable to all agencies' training programs. Agencies may also conduct their own Level 1 assessments and may use the assessment methodologies appropriate to their training designs.

Level 2 – Learning

Trained supervisors will be assessed to ensure that they can recall critical knowledge elements covered by the training. Supervisors will complete Level-2 assessments to ensure that they have met the training requirements. Agencies are encouraged to administer Level 2 assessments as a completion requirement for individual courses, and they may design Level-2 assessments for individual courses that should be included in their plans to implement the New Supervisor Training Standard.

Methodology

The VU will work with the Training Officers Consortium to create a comprehensive Level 2 assessment tool administered through AgLearn that the trainees will complete after they have finished all other required training elements. All trainees will be required to get a passing score of 80% on the assessment to receive credit for completing the required training curriculum. The training topics covered by the assessment are outlined in Table 7.

Table 7. Training topics covered in the Departmental Level 2 assessment.

Training Topic	
Administrative / Regulatory	Pay and Leave Policies
Administrative / Regulatory	Time and Attendance
Administrative / Regulatory	Managing Telework
Administrative / Regulatory	Prohibited Personnel Practices and Merit Systems Principles
Administrative / Regulatory	Workplace Violence and Prevention
Administrative / Regulatory	Federal EEO Process
Developing Others	Developing and Managing IDPs
Performance Management	Increasing Employee Performance
Performance Management	Handling Unacceptable Performance
Performance Management	Handling Misconduct
Human Capital Management	Hiring Practices
Human Capital Management	Onboarding New Hires

Level 3 – Skills Application

The performance indicators in the training standard will serve as the basis for Level 3 evaluations. The VU will work with the Training Officers Consortium to develop a survey of the managers of trained supervisors one year after they complete the training to assess the proficiency with the performance indicators. The survey will be administered through AgLearn.

The survey will assess each performance indicator in the training standard.

At this time, the performance indicators cannot be benchmarked because there are no baseline data. Following the first year of their use, the VU will develop agency benchmarks for performance indicators and assess whether instructional methods impact the level of the supervisor’s performance, i.e., do supervisors who learn skills in the classroom outperform supervisors who learn skills through online instruction.

Methodology

The VU will coordinate with the agencies/offices to administer a Level 3 survey one year after the training is complete. The survey will be given to each of the direct supervisors (managers) of the person who took the training and will assess each of the performance indicators in the standard. The survey will be administered through AgLearn. Each of the performance indicators will be assessed on a five-point scale as follows:

[Subject] Performs the following actions well

- Strongly Agree
- Moderately Agree
- Slightly Agree
- Moderately Disagree
- Strongly Disagree
- No basis to respond

Level 4 – Organizational Impact

Supervisors are a critical element in the overall success of the USDA and its component agencies, and the supervisor training program should be expected to contribute to the Department’s organizational goals. In particular, the program should assess whether there are improved organizational outcomes in the workgroups of trained supervisors compared to that supervisor’s agency.

Because the training standard specifically addresses priority elements in the Federal Employee Viewpoint Survey (FEVS), as outlined in the Department’s Milestones and Metrics and Cultural Transformation Reports, it is reasonable that the employees in the workgroups of trained supervisors should report scores better than the agency as a whole. It is also important, however, that the new supervisor training is not expected, in and of itself, to elevate an entire agency’s FEVS scores, although as more supervisors are trained, there would be some expected increase in FEVS scores proportional to the number of people who receive the training.

Methodology

The VU will monitor key items from the FEVS over time. The USDA seeks to be among the top 10 Federal departments in the Best Places to Work (BPTW), and the new supervisor training specifically addresses elements in the *BPTW Leadership: Supervisor* and *Leadership: Empowerment* indices. The questions selected from the FEVS and BPTW instruments for the Level 4 assessment relate specifically to content in the training standard and the work of frontline supervisors. The questions to be assessed are outlined in Table 8 and Table 9. These data will be monitored over time for changes and improvements by the VU.

Table 8. FEVS Questions in BPTW indices to be sampled with the Level 4 evaluation

BPTW Index	FEVS Question
Effective Leadership: Empowerment	30- Employees have a feeling of personal empowerment with respect to work processes
Effective Leadership: Empowerment	63- How satisfied are you with your involvement in decisions that affect your work?
Effective Leadership: Supervision	43- My supervisor/team leader provides me with opportunities to demonstrate my leadership skills
Effective Leadership: Supervision	44- Discussions with my supervisor/team leader about my performance are worthwhile
Effective Leadership: Supervision	47- Supervisors/team leaders in my work unit support employee development
Effective Leadership: Supervision	52- Overall, how good a job do you feel is being done by your immediate supervisor/team leader?

Survey Questions in Table 8 are selected from BPTW indices that directly impact Organizational Goal 1.

Table 9. Additional FEVS questions for the Level 4 evaluation which are relevant to assessing the organizational impacts of the training for comparison to agency and Departmental norms.

FEVS series	FEVS Question
My Work Experience	15- My performance appraisal is a fair reflection of my performance.
My Work Unit	23- In my work unit, steps are taken to deal with a poor performer who cannot or will not improve.
My Work Unit	24- In my work unit, differences in performance are recognized in a meaningful way.
Supervisor	42- My supervisor supports my need to balance work and other life issues.
Supervisor	45-My supervisor/team leader is committed to a workforce representative of all segments of society.
Supervisor	46-My supervisor/team leader provides me with constructive suggestions to improve my job performance.
Supervisor	48- My supervisor/team leader listens to what I have to say.
Supervisor	49- My supervisor/team leader treats me with respect.
Supervisor	50- In the last six months, my supervisor/team leader has talked with me about my performance.
Supervisor	51- I have trust and confidence in my supervisor.
My Satisfaction	65- How satisfied are you with the recognition you receive for doing a good job?

Questions in Table 9 are selected from the FEVS “Supervisors” questions and other series of questions that are relevant to supervisor training.

Organizational Goals

Increase Employee Engagement

Based on the results of the Level 4 survey as outlined in the Level 4, Methodology subsection, the VU will maintain data on employee engagement measures from within the workgroups of trained supervisors. These data will address Organizational Goal 1 (Appendix II).

Performance Management

Agencies already collect and report on data regarding performance management as part of Cultural Transformation reporting. FEVS questions 15, 23, 24 46, and 50 address performance management and will be included in the Level 4 survey. This element will address Organizational Goal 3 (Appendix II).

Training Success Measures

Agencies will report on the training success measures outlined in Appendix III. The VU will develop and distribute a standard reporting format on a fiscal year basis. The criteria for training success measures are outlined in Appendix III.

Standard Curriculum

Agencies are accountable for this measure through the training approval process with the Training Officers Consortium.

Training Is Cost Effective

Agencies should make every effort to ensure that they are providing the most cost-effective approaches possible. Agencies will work with the Training Officers Consortium to optimize the cost effectiveness of their training programs.

Skill and Competency Based

Agencies are accountable for this measure through the training approval process with the Training Officers Consortium. The requirement that all trainees receive an 80% or better score on the Level 2 assessment is addressed earlier under the topic “Level 2 – Learning” in this document.

All New Supervisors Take Training

Agencies will report on the pass/fail rates of the trainees and account for any employees who did not successfully complete the training but are still serving as supervisors after their probationary period has ended.

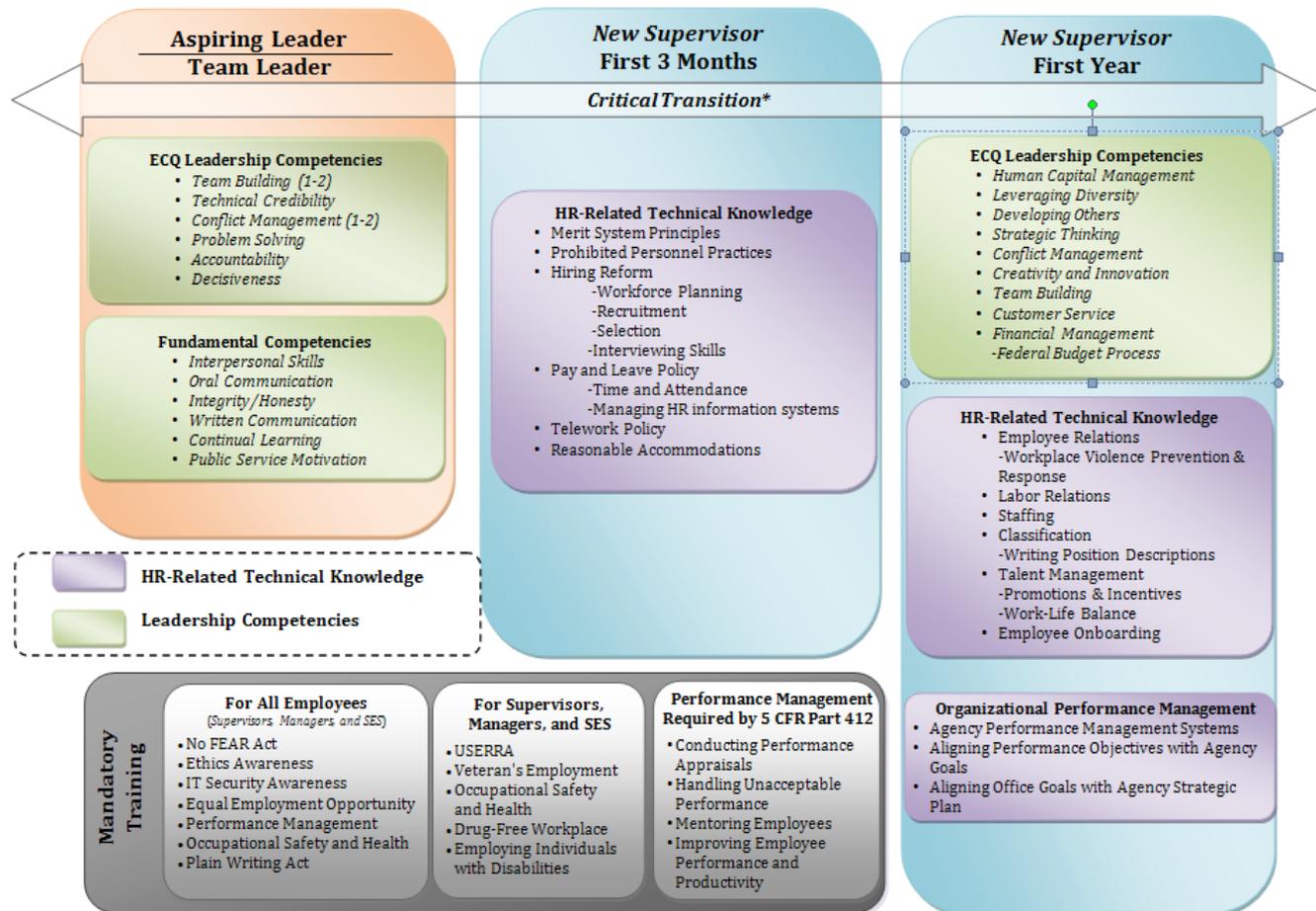
Table 10. Pass / Fail rates and Supervisors that made it off probation.

# of Supervisors	# Off Probation	# Started Training	# Completed Training	# Failed Training
Current Fiscal Year				
Last Fiscal Year				

List All Supervisors who failed training but made it off of probation

Name	Explanation	MAHRD Approved

Appendix I: OPM Supervisor Framework



*5 CFR part 412 requires agencies to provide training when employees make critical career transitions.
 **5 CFR part 412 also requires supervisors to complete refresher training at least once every three years.
 NOTE: Italicized competencies are found within the ECQs

Appendix II: Organizational Goals

Goals	Measures - Current	Measures - Desired	Sources of Data
1. Increase employee engagement	Ranked #20 in the “Effective Leadership: Empowerment” Index of 2011 BPTW. (45.5)	One year following training, BPTW scores among employees of trained supervisors comparable to at least top-10 ranked agencies in the “Effective Leadership: Empowerment” Index of BPTW.	FEVS Best Places to Work CT Report Card Organizational Outcomes Survey
	Ranked #14 in the “Effective Leadership: Supervisor” Index of 2011 BPTW. (64.7)	One year following training, BPTW scores among employees of trained supervisors comparable to at least top-10 ranked agencies in the “Effective Leadership: Supervisor” Index of BPTW. (66.1)	
2. Robust and effective use of performance management system	May vary by agency.	In workgroups of trained supervisors: 100% employees have performance plans 100% of employees receive mid-year review 100% of employees receive year-end reviews	CT Report Card Agency new supervisors

Appendix III: Training Success Measures

Goals	Measures - Current	Measures - Desired	Sources of Data
1. All USDA agencies use the same curriculum and standards for new supervisor training.	All USDA agencies are responsible for creating their own training.	All USDA agencies training is approved by the TOC and is standards compliant. The training taught by any agency is applicable to a USDA employee from any other agency.	Training Design Documents
2. Training is cost effective	Agencies may opt for classroom training without formal cost justification.	Training methods are selected using a criteria-based approach oriented towards reducing unnecessary travel cost.	Training Design Documents.
	Training courses are often limited to personnel from the same agency.	To the extent possible, when classroom training is offered, it is made available to any employee within driving distance who needs the training.	
	Many training programs have distributed promotional items such as pens and toys.	Training complies with EO 13589 limiting spending on promotional items.	
	Training may be delivered by USDA personnel.	All training is conducted using USDA resources and personnel to the greatest extent possible.	

Goals	Measures - Current	Measures - Desired	Sources of Data
3. Training is skill and competency based and aligns with the USDA competency framework.	Training generally aligns with agency specific competency models (all align with OPM framework).	Training aligns with the USDA Competency Framework. (Appendix IV)	Training Design Documents Training evaluation reports
	Training holds participants accountable for knowledge and demonstrated skills.	Participants must demonstrate knowledge of training content by scoring at least 80% on Level 2 assessments to receive credit for the course.	
4. All new supervisors take training	No measures currently in place USDA-wide.	100% of new supervisors complete the training requirement, and any who do not are not permitted to continue in a supervisory role.	Training Evaluation Report

Appendix IV: Leadership Competency Framework

Leadership Competency Framework

